

Executive Summary School Accountability Report Card, 2005-06

For N.A. Chaderjian High School

Address: 7650 S. Newcastle Road; Stockton, CA
95213-9014

Phone Number: 209-944-6444

Principal: Nancy Hanley (A)

Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report is reported for the 2005-06 school year, except the School Finances and School Completion data that is reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

N. A. Chaderjian High School (NACHS) is located on the campus of N. A. Chaderjian Youth Correctional Facility and is one of the eight institutional schools within the Division of Juvenile Justice (DJJ). This institution is located in rural Stockton, California in the San Joaquin Valley. The facility houses an all-male population of incarcerated youth (wards/students) between the ages of eighteen and twenty-five. The institution currently houses 216 wards that are committed to the Department of Juvenile Justice a division of California Department of Corrections and Rehabilitation (CDCR) as well as inmates who are committed to the (CDCR), but ordered housed by the DJJ. NACHS provides an education program that meets the state standards for all core academic subjects as well as English Language Development, basic skills, special education and career-vocational training. Transition, Employability Skills and Impact of Crime on Victims are character education classes that are an integral part of the curriculum. Three specialized units separate their wards from the general population. The other three are considered general population units, but one of these units houses only wards who qualify for a formal sex offender program. Students who are unable to attend the main school receive education services on their living units.

The Mission Statement for NACHS: **"The goal of N. A. Chaderjian High School is to prepare our students for a productive and meaningful life by assisting them to achieve their educational potential and preparing them to become good citizens."**

The Mission Statement of the California Education Authority (CEA): **"The mission of the California Education Authority is to empower each student to become civil, responsible, employable and knowledgeable lifelong learners."**

Student Enrollment

Group	Enrollment
Number of Students	391
African American	34.9 %
American Indian or Alaska Native	1.5 %
Asian	5.1 %
Filipino	0.5 %
Hispanic or Latino	41.6 %
Pacific Islander	0 %
White (Not Hispanic)	15.8 %
Multiple or No Response	0.5 %
Socioeconomically Disadvantaged	100 %
English Learners	22.2 %
Students with Disabilities	38 %

Teachers

Indicators	Teachers
Teachers With Full Credential	38
Teachers Without Full Credential	1
Teachers Teaching Outside Subject Area of Competence	8
Misassignments of Teachers of English Learners	22
Total Teacher Misassignments (duplicated)	30

School Facilities

Summary of Most Recent Site Inspection

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Repairs Needed

- The loud speaker in the school quad for communication to the vocational shops is broken.
- The intercom system from school security to the classrooms is inadequate and needs to be replaced.

Corrective Actions Taken or Planned

These are institution issues that are not determined by education.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Science Laboratory Equipment (grades 9-12)	0 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$7,127
N.A. Chaderjian's budgeted funds from Prop 98 were \$7,240,381, Non-Prop 98 funds were \$338,691. These 2005/06 funding sources are used for staff salaries, operating expenses and per pupil expenditures.	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	1
Mathematics	*
Science	0
History-Social Science	0

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	N/A
Statewide Rank (from 2005 API Base Report)	N/A
2006-07 Program Improvement Status	N/A
CEA schools are measured by the ASAM indicators.	
Chaderjian's ASAM indicators:	
2.5 average monthly credit earned rate.	
18.5% of seniors graduated in their senior year.	
12 of 333 long term students were given pre and post reading achievement tests during 05/06 and 9 of those showed growth.	

School Completion

Indicator	Result
Graduation Rate	6.1%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0.0
Graduates Who Completed All Courses Required for University of California and/or California State University Admission	N/A

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	N.A. Chaderjian High	District Name	California Education Authority
Street	7650 South Newcastle Rd.	Phone Number	209-944-6444
City, State, Zip	Stockton, CA 95213-9014	Web Site	www.cdcr.ca.gov
Phone Number	209-944-6404	Superintendent	Glenda Pressley (A)
Principal	Nancy Hanley (A)	E-mail Address	Glenda.Pressley@cdcr.ca.gov
E-mail Address	nancy.hanley@cdcr.ca.gov	SARC Contact	Jim Cripe

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement

This section provides information about the school's goals and programs.

N. A. Chaderjian High School (NACHS) is located on the campus of N. A. Chaderjian Youth Correctional Facility and is one of the eight institutional schools within the Division of Juvenile Justice (DJJ). This institution is located in rural Stockton, California in the San Joaquin Valley. The facility houses an all-male population of incarcerated youth (wards/students) between the ages of eighteen and twenty-five. The institution currently houses 216 wards that are committed to the Department of Juvenile Justice a division of California Department of Corrections and Rehabilitation (CDCR) as well as inmates who are committed to the (CDCR), but ordered housed by the DJJ. NACHS provides an education program that meets the state standards for all core academic subjects as well as English Language Development, basic skills, special education and career-vocational training. Transition, Employability Skills and Impact of Crime on Victims are character education classes that are an integral part of the curriculum. Three specialized units

separate their wards from the general population. The other three are considered general population units, but one of these units houses only wards who qualify for a formal sex offender program. Students who are unable to attend the main school receive education services on their living units.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name	Nancy Hanley	Contact Person Phone Number	209-944-6444
<p>Parents are encouraged to visit their sons during regular visiting hours on Saturday and Sunday. Parents of underage special education students are encouraged to participate at the Individual Education Plan meetings. Adult students with special needs may invite family members to attend Individual Education Plan meetings. All parents are invited to graduation ceremonies. A parent is currently a member of the school leadership team.</p>			

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	1
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	35
Grade 3	0	Grade 10	94
Grade 4	0	Grade 11	128
Grade 5	0	Grade 12	106
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	391

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	34.5	White (not Hispanic)	15.8
American Indian or Alaska Native	1.5	Multiple or No Response	0.7
Asian	5.1	Socioeconomically Disadvantaged	100%
Filipino	0.75	English Learners	22.2
Hispanic or Latino	41.6	Students with Disabilities	152
Pacific Islander	0	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K-3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3-4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4-8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	14.8	6			16.0	2			4.4	16		
Mathematics	18.0	2			18.0	1			8.8	8		
Science	15.3	3			15.5	2			4.3	12		
Social Science	17.9	9	1		8.0	3			3.7	28		

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The high school conducts quarterly fire drills in conjunction with the security section of the institution. We use the same drill for our earthquake and natural disaster plan. The notification begins from the main control center. Supervision of students during the drills is a joint responsibility between the faculty and the security team members.

School security staff is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband. All education staff have personal alarms. All classrooms have either telephones or an intercom system for use in case of an emergency. Training is ongoing for all staff.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The staff within the school follow the same disciplinary procedures used throughout the institution, that is, a Progressive Disciplinary System that allows for the addressing of unacceptable behaviors by using a simple "check" through a "fact-finding", investigative procedure for more serious offenses. The design of the program is to correct an unacceptable through the loss of privileges for minor offenses through possible referral to the District Attorney for Prosecution for extremely serious offensive such a violent assaults. Drug trafficking, etc.

Documentation of inappropriate behaviors is computer-generated Behavioral Report, which is forwarded electronically to the student's disciplinary file. The decision regarding the final disposition of the behavior and subsequent penalty is the responsibility of the individual offender's Senior Correctional Counselor (SYCC).

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

N. A. Chaderjian Youth Correctional Facility opened July 1, 1991. A wire fence separates academic and vocational classrooms. A school security office is located at the entrance of the school area. The academic wing is L-shaped with 12 classrooms. The vocational building is elongated in shape and has 13 classrooms. Two of the classrooms however are utilized for the Free Venture Program. Sanitary conditions of classrooms are maintained by both student aids and a janitorial class workcrew. An existing restroom in the school area was recently remodeled for handicap access. Classroom repairs and painting are done by state plant operations employees and students in the building maintenance class. School grounds are maintained by a work crew supervised by custody staff.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	39	34	38	201
Without Full Credential	0	0	1	6
Teaching Outside Subject Area of Competence			8	9

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	22	Pending
Total Teacher Misassignments	0	30	Pending
Vacant Teacher Positions	0	0	Pending

CEA schools are attempting to be 100 percent compliant in the assignments of teachers of English Learners by December 31, 2007.

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0
All Schools in District	95%	5%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Substitute teachers are either permanent intermittent teachers or temporary appointment teachers. All have a minimum of a 30-day emergency teaching permit, have passed the CBEST, and have undergone the CEA background checks. For the 2006-2007 school year the high school plans to hire a minimum of six substitute teachers.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Teachers are evaluated a minimum of one time per year. The evaluation process involves direct classroom observation by an assistant principal or principal. A standard rubric of classroom observation is used during the evaluation period. The evaluation is intended to be a cooperative effort with the teacher describing the students and curriculum as well as a description of the various strategies used to help the students achieve. Evaluations also include a review of classroom operations, student files, grading and student attendance.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)		---
Psychologist	2.0	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	3.0	---
Other	2.5	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100%	0
Mathematics	100%	0
Science	100%	0
History-Social Science	100%	0
Foreign Language	N/A	N/A

Health	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				\$57,090
District	---	---		\$57,090
Percent Difference - School Site and District	---	---		
State	7,127	---		57,604
Percent Difference - School Site and State	---	---		1%

N.A. Chaderjian's budgeted funds from Prop 98 were \$7,240,381, Non-Prop 98 funds were \$338,691. These 2005/06 funding sources are used for staff salaries, operating expenses and per pupil expenditures. Title I funds totaled \$77,030. Special Education Grant funds totaled \$121,000.

The district budgeted totals for 05/06 Prop-98 were \$45,741,631, Non-Prop \$5,275,307, Title I \$1,739,234, Special Education Grant \$1,089,117.

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title 1/ESEA - Neglected and Delinquent
Title 3/ELL
Carl Perkins/Part A - State Leadership
Carl Perkins/Part B - Secondary Education
Workforce Investment ACT – Adult Education, Family Literacy
Special Education/IDEA Part B
Library-Media Program
Prop 98/General Fund
Lottery – State Special Fund

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and

compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,528	\$37,671
Mid-Range Teacher Salary	\$57,090	\$63,121
Highest Teacher Salary	\$61,482	\$78,630
Average Principal Salary (Elementary)	---	---
Average Principal Salary (Middle)	---	---
Average Principal Salary (High)	\$74,258	\$111,909
Superintendent Salary	\$100,224	\$163,061
Percent of Budget for Teacher Salaries	95%	37.8%
Percent of Budget for Administrative Salaries	1%	5.2%

VIII. Student Performance

California

Standards

Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	1	3	1	5.8	3	2	36	40	42
Mathematics	4	0	*	2.5	1.5	3	34	38	40
Science	*	*	0	2.5	0.7	1.7	25	27	35
History-Social Science	2	6	0	4	1.8	0.5	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	0	*	*	0

American Indian or Alaska Native	*			*
Asian	*			*
Filipino	*	*	*	*
Hispanic or Latino	0	*	*	0
Pacific Islander	*		*	*
White (Not Hispanic)	5	*	*	0
Male	1		0	0
Female				
Economically Disadvantaged	1		0	0
English Learners	*			
Students with Disabilities	3		0	0
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	2	No Data	No Data	8.24	No Data	No Data	43	41	42
Mathematics	4	No Data	No Data	6.6	No Data	No Data	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	N/A	N/A
Male	N/A	N/A
Female	N/A	N/A

Economically Disadvantaged	N/A	N/A
English Learners	N/A	N/A
Students with Disabilities	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	3	7	1	7	1	1	3	7	1
10	6	21	9	12	8	9	10	23	5
11	12	22	23	15	26	23	16	8	14
12	3	31	49	4	28	49	4	22	42

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	0.0

IX. Accountability

Academic Performance Index

Adequate

Yearly

Progress

Federal

Intervention

Program

As an alternative school, Chaderjian High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

Chaderjian's ASAM indicators:

2.5 average monthly credit earned rate.

18.5% of seniors graduated in their senior year.

12 of 333 long term students were given pre and post reading achievement tests during 05/06 and 9 of those showed growth.

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.0	3.2	3.3	3.1
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	86.7	85.3	84.9

The graduation formula used by SARC will erroneously yield a figure of 100% when applied to schools which do not permit students to drop out, regardless of the true rate at which students are graduating. Therefore, a SARC graduation rate cannot be computed for Chaderjian High School. However, the percentage of seniors graduating within their senior year at Chaderjian High is shown in the table below, as computed by the CSIS *LEA Enrollment Summary* for CBEDS 2005-06.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	24	25.3%	---
African American	8	6.5%	---
American Indian or Alaska Native	0	0.2 %	---
Asian	2	2.1%	---
Filipino	0	2.1%	---
Hispanic or Latino	9	12.2%	---
Pacific Islander	0	0.2%	---
White (not Hispanic)	4	4.1%	---
Socioeconomically Disadvantaged	24	25.3%	---
English Learners	7	7.3%	---
Students with Disabilities	6	7.9%	---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Students at N.A. Chaderjian High School have the opportunity to participate in a variety of vocational courses as well as the N.A. Chaderjian Career Academy. In addition, all students are provided instruction in transitional needs through a DJJ adopted curriculum. Vocational courses at NACHS are:

Culinary Arts
 Office Practices
 Graphic Arts
 Barbering
 Janitorial
 Building Maintenance/Carpentry
 Warehousing/Forklift
 Auto Detailing
 Automotive Repair
 Heating, Ventilation and Air-Conditioning

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	101
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are

required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0.0
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

NACHS does not have a college admission test preparation course.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The teachers have received training in the use of cooperative learning as well as specifically designed instruction for second language students. The teachers in the literacy classes have also received implicit instruction on strategies in the classroom to ensure that students are gaining reading comprehension, developing oral reading skills and writing skills. The school has a site-based leadership team that provides guidance and communication related to achieving the school-wide goals.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

With the development of the new school schedule and master calendar for all DJJ school, there

are ten professional development days each academic year. During the development days the faculty works on issues supporting accreditation, institutional safety, employee safety as well as new policies and procedures. There is also a block of time scheduled weekly for meetings and short training sessions.

Additionally, teachers and faculty members can seek continuing education by attending conferences, SELPA activities and training sponsored by the district.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	65,320	64,800
10	65,320	64,800
11	65,320	64,800
12	65,320	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	232	180 days
10	232	180 days
11	232	180 days
12	232	180 days

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There were 49 shortened days during 05-06 school year.

1. Career/Transition Faire
2. Staff Training
3. Monitoring agency visitation (Prison Law Office to living units)
4. ½ day granted to state employees for Christmas Eve
5. Case Conference and student advising days.